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ABSTRACT

This report is one in a series on the work of the 30 pilot projects that form the European Community's second Programme on the Transition from Education to Adult and Working Life. The report analyzes the work of the pilot projects in the field of inservice teacher training. It lists the new demands on teachers, as the pilot projects identified them or reflected them, and the ways in which pilot projects provided the help that teachers needed. Some of the innovations in staff development included the following: (1) the introduction of more student-related approaches to learning; (2) the development of more student-related guidance and its closer integration into the learning process; (3) the promotion of the role of schools as partners with the world of work and as partners with their local community; and (4) action to promote greater equality of opportunity for young people from ethnic minority groups and for girls and young women. Pilot projects profiled in appendixes to the report include a work experience program for teachers in Zeeland, a field experience for guidance teachers in Greece, writing teams in Manchester, England, and school-linking in Baden-Wurttemberg, Germany. A list of contacts for all pilot projects mentioned in the report is also appended. (KC)

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EUROPEAN COMMUNITY
ACTION PROGRAMME

TRANSITION OF
YOUNG PEOPLE
FROM EDUCATION
TO ADULT AND WORKING LIFE

Working Document

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TEACHER TRAINING
STRATEGIES FROM THE SECOND TRANSITION PROGRAMME

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Preface

This report is one in a series on the work of the 30 pilot projects which form the European Community's second Programme on the Transition from education to adult and working life.

Each report is related to one of the working themes adopted for the Programme: the development and use of work experience schemes in secondary education; equal opportunities for girls and young women; guidance and youth information; staff development; assessment and certification; integration of young migrants; education for enterprise; schools and the disadvantaged; curriculum development; and co-operation and partnership in a local/regional context. Each project has been working in one or more of these areas from 1983 to 1987.

The programme is based on a Resolution agreed by the Council and Ministers of Education in July 1982, which called for action to assist Member States to develop their policies for young people between 14 and 18 years of age. Its 30 pilot projects are widely spread across Europe, each of them designated by the national authorities, in consultation with the Commission, and with half of the operating costs met by the Commission. Hundreds of schools, vocational training institutes and other institutions in these 30 areas of Europe are taking part.

In 1983, the Commission invited IFAPLAN, a social research institute based in Cologne, to:

- organise contact and the exchange of ideas and staff between projects through inter-project visits and workshops;
- prepare reports on the work of the projects, analysed according to the themes, or policy fields, of the Programme.

A list of publications can be obtained from IFAPLAN, Brussels (address on the cover of this report).

The quality of schooling for young people in their "transition years" (roughly between the ages of 14 and 18) depends mainly on the teacher. Partly in recognition of that, in-service training for teachers is now being given higher priority by governments in a number of European countries. New laws and structures in some cases reflecting a more "market"-style approach, and greater decentralisation of control, are being introduced.

But what kind of "training" should be offered? What kind of "training" is useful and effective?

The pilot projects in the second Transition Programme were, in many cases, practical investigations into the answers to these questions. In developing or extending traditional provision for young people between 14 and 18, the projects were directly concerned with a range of innovations and developments, and the training or staff development necessary to put them into effect. These innovations included :

- the introduction of more student-related approaches to learning;

- developing more student-related guidance and integrating it more closely into the learning process;

- developing the role of schools as partners with the world of work; and as partners with their local community;

- action to promote greater equality of opportunity for young people from ethnic minority groups, and for girls and young women.

In developing ways of moving towards these new objectives, the projects provided ideal situations for finding out ways of helping teachers to handle them successfully.

Many of the forms of training used by the projects did not resemble conventional training courses, just as the transition courses and activities which the projects developed for students did not resemble traditional class-teaching. What holds good for students holds good for teachers too, it might appear : "learning by doing" can be as good an approach for helping teachers as it is for helping teenagers in class. This makes it difficult to describe the training specifically, because the training experience is often a part of, and embedded in, a pilot project. Being part of the innovation was itself the learning, or training, experience.

Nonetheless, this report tries to analyse what the pilot projects did in this field. It lists the new demands on teachers, as the pilot projects identified them, or reflected them; and the ways in which pilot projects provided the help which teachers needed.

It is hoped that these illustrations of how to provide training relevant to today's needs - and tomorrow's - will be of value to teachers and to those responsible in Member countries for developing and providing training, whether at national, regional, local, or institutional levels.

I The changing world of the teacher

Society expects a great deal of its teachers. The more rapidly society changes, the more complex and ambitious are the demands placed on schools and the teaching profession. Preparing young people to cope with the problems of today, and to be ready to meet the challenges of tomorrow, is what society hopes and expects that teachers can deliver. Finding better approximations to this ideal is the task of those in charge of training and development for the profession.

Pin-pointing what are the new expectations, and how far they are different from the old ones, is an essential starting point. Some of the new expectations are a matter of doing traditional things in a new way. Others are quite new tasks, which call for new skills and training. From the experience of the pilot projects, the following picture can be constructed.

Student-related learning and teaching

Transition from school is now a much longer, and more varied, stage in a young person's life. Traditional paths from school to work, to apprenticeships, into vocational courses, or to university, are not so clear-cut as they used to be. There are more possibilities, and more choices. Some young people take much longer to make their "transition", reacting to the uncertainty of the labour market by combining whatever training or vocational preparation courses will improve their chances most. At the same time young people mature more quickly, and expect to be treated as adults at an earlier age.

These changes have introduced a new climate into much of secondary ecucation. The trend seems likely to continue, as more governments

respond to labour market problems by encouraging more young people to stay in education and training at least to 17, and even 18, whether on full-time or part-time courses. Moreover, they hope young people will see even this period of education/training as only the beginning of the road, and that later in life they will return for further periods of re-training. All this makes it essential that those who provide courses in compulsory school, and immediately after, should do their best to ensure that young people leave this period of their preparation for working and adult life with a positive view of the experience, which will encourage them to come back again for more later.

In the schools, the effect of these forces is to push towards putting the student more at the centre of the teaching/learning process, and to stimulate re-thinking of the use of the school and its resources in terms of what they can do for her/him, instead of how young people can be fitted in to what the school or school-system has decided to offer.

What then has this meant in practice, for the teaching/learning process in the "transition" years? In most countries, trends can be seen on the following lines :

- More emphasis being placed on finding learning contexts, styles and methods which engage and motivate students; this may mean a greater emphasis on project-work, "practical" learning, the use of the environment outside the school, or interaction with adults other than teachers in the learning process;

- More emphasis on the teacher as organiser of the learning situation/experience rather than as the main source of knowledge;

- More recognition of the value of new forms of assessment as the basis for recognising achievement, of whatever kind, and at whatever level. This in turn may mean more time being spent on assessment during the learning process, and more time being spent by teachers on developing assessment skills;

- Students playing a greater part in choosing their own curriculum, becoming more active partners in the learning process, and sharing responsibility for their own learning with their teachers.

Towards more student-centred guidance

The changes already described are also a major challenge to existing guidance arrangements, and as choice, and the need for re-training, continue to develop, this is a trend which is likely to accelerate.

Systems of providing guidance vary greatly between countries. But these changes mean that most careers education and guidance services are also in effect being pressed to adopt what may be seen as a more student-centred approach characterised in students' transition years by :

- a more active role being played by the class-teacher as the adult at school in closest and most informal contact with students;

- a more active role being played by students, instead of being the passive recipient in a process organised to help them think about their future;

- closer cooperation between class-teachers and guidance specialists working in schools;

- greater use of contact with the outside world (eg. by work experience of different kinds) as part of a phased approach to helping young people reflect on their future.

Among the implications for the future organisation of services are :

- the need for continuity of guidance after the student has left school; i.e. for cooperation between those responsible for guidance

in school and the community-based guidance services, so as to provide accessible, and practical, help after leaving school, especially to those leaving it with minimal qualifications;

- the need for a more open professional role on the part of guidance specialists and class-teachers, i.e. moving towards more collaboration with parents, involving other professional colleagues in the guidance process, and using informal meeting-places and group-work as ways to contact and communicate with young people.

Schools as partners : closing the gap with the world of work

All the changes so far described in relation to teaching/learning and guidance, together with a stronger emphasis on the pre-vocational or vocational value of schooling in the transition years, are bringing about changes in the school's role. The change is towards a more open relationship, or partnership, with the world of work; with its local community; with other schools, training centres, and professional services; with a wide range of other institutions, groups and individuals.

Of the many implications for the teacher, the following stand out :

- the development of new courses, involving practical and experience-based learning outside the school, has meant much more time being spent on an "outward-looking" role, mainly in establishing contacts with local firms, and the local community;

- the wider use of work experience, work-shadowing, and community placements has created new tasks; to find placements, to visit students during placements, and to "de-brief" them afterwards. This is not just something for a specialist, but a matter for subject-teachers, as well as a problem for school organisation.

In many areas, especially those recently de-industrialised, the need to create a "culture for development", or entrepreneurial climate, has been taken up in the schools. Creativity, independence and adaptability are qualities which schools have always endorsed in theory, but often discouraged in practice. The new interest which employers are showing in them, and governments' hope that small-scale enterprises will help reduce the pool of unemployed, have encouraged schools in a number of countries to try out "enterprise education" in various forms. Schools and teachers are becoming engaged in :

- studies of their region ('territorio') from an economic development viewpoint, with special emphasis on its resources (cultural as well as economic), employment market, and potential future growth areas;

- collaboration with firms, of many kinds, ranging from school-based simulated firms to specialist collaborative projects to provide realistic illustrations of subject topics in particular industrial fields;

- developing new working "links" with their local business and industrial communities, including the trade unions, in many different ways.

Schools as partners : home, school and community

The world outside the school does not consist only of firms and factories. Closing the gap with the outside world has meant schools forging links and partnerships with many other groups in their local community : the services, of all kinds from health to law and order; professional, leisure, and neighbourhood groups; ethnic groups; and indeed partners in the wider community - of Europe or the Third World.

This has meant in practice :

- more use of "adults other than teachers" from many fields as resources in the school - as sources of expertise or consultants on a project - with teachers acting as liaison with them, organising their contribution;

- new efforts to inform parents about new developments and courses, to get them to come into the school and see for themselves what their children are doing and share their experience;

- special guidance work with young people from ethnic minorities who face particularly acute transition problems.

Schools as enterprises : more autonomy

One of the results of governments' emphasis on the need to find local solutions to the unemployment problem, reinforced in quite a few countries by a sceptical view of the ability of central government to solve it by direct intervention, has been to encourage the idea of the school as a self-managing institution. This may take the form of inviting closer collaboration in fields of vocational training, between specialist training schools/institutes/colleges and their industrial neighbours. But it may also go wider :

- some countries are encouraging schools to explore, and take advantage of, the scope for curriculum modification within the limits of the existing centrally-established framework or guidance. This means, in effect, encouraging local curriculum development, especially to exploit opportunities for out-of-school learning;

- there are also signs of giving schools more control over their own budgets : "local financial management" is being encouraged, against a background of a fairly general trend towards decentralisation of control.

For teachers, this can mean :

- a welcome relaxation of the constraints posed by rigid time-tables;

- greater scope for using resources flexibly, to meet needs for training, for new courses to be developed, or to start projects or other activities;

- more calls on teachers to take part in curriculum development, or to develop new assessment procedures;

- a more enterprise-like orientation for the school as a whole, with management/organisation and relations with the outside world impinge-ing on the professional work of many more teachers than before, not just the headteacher or senior staff.

Equal opportunities : for young women, and for ethnic minorities

In some fields, schools and teachers are expected not to reflect cur-rent attitudes and practice in contemporary society but to improve on them. This is true in regard to developing attitudes to, and treatment of, both girls and young women from ethnic minorities. In particular :

- teachers are asked to be more aware than the public at large has become so far of prejudices and behaviour denying girls the same per-sonal and vocational opportunities as boys;

- teachers are expected to be well informed about the culture and character of the ethnic groups from which their students come, so as to be able to combat prejudice and discrimination against them; to find ways to help them face and overcome the special problems

confronting them in entering the world beyond school; and to use the presence of ethnic minority groups as a resource in providing multi-cultural education.

Falling rolls

Nearly every country in the European Community is undergoing change in its education system, caused by the drop in the birthrate in the 1970s, and the dramatic drop in the number of students in schools. In some countries, the "bulge" has already gone through the system, while in others it is still there, and the fall-off in enrolments lies ahead. In theory, smaller numbers should mean smaller classes and more space in which to move towards the sort of active learning described in this report. In practice, this is not so everywhere, and falling rolls often have serious consequences for teachers, affecting their deployment and training.

Schools may need to be re-organised or re-grouped to cater for smaller numbers without a sharp rise in unit cost. In some countries the pressure in this direction is taking place at the same time as pressure is being applied to raise the quality of the teaching profession, under threat of pay sanctions. The combined effect has been prolonged periods of non-cooperation on the part of teachers with any professional training, or related curriculum development work outside "school- hours".

The demographic changes, however, accentuate the role of training, or re-training, in the coming years. Re-deployment or re-structuring schools to match falling rolls often means changes in teachers' professional role, or even the subjects they are asked to teach.

It would be unrealistic not to recognise that these fundamental long-term changes are at the forefront of the minds of many in the profession, committed as they may be to improving their own, and their schools', response to the other challenges which we have identified.

II Approaches used in the pilot projects

This part of the report presents an analysis of how the pilot projects in the second Transition Programme met the challenge of offering teachers training opportunities to enable them to adjust and develop their work so as to meet these changing expectations on them. It is not, of course, suggesting that the pilot projects had the best answers to these needs or a monopoly of good answers. But there is no doubt that the staff concerned in them were all conscious of the need to develop training activities to support their work, and a number of them, indeed, began with them. Their experience therefore represents a number of attempts to meet the needs and, as such, ought to be relevant to any consideration of the necessity to offer such training on a wider scale in Member countries in the future.

In fact, the pilot projects' experience points towards a number of clearly recognisable strategies linked to the philosophy, style and methods of the new approaches to learning and teaching sketched in Part I. Within each broad approach, a number of more specific variations can be seen. In this section, we shall describe the broad approaches, and some of their variations, by reference to illustrations from the pilot projects themselves.

Training and staff development

First, it may be helpful to clarify the sense in which "training" is being used here.

It will have been clear in the first part of this report that the changes that are expected of the schools, and of the teachers in them, at the present time, are not just a matter of the acquisition of a few specific new skills, such as ability to handle a computer, or the mastery of some new ideas, be it in chemistry, biotechnology, or any

other of the rapidly expanding fields of knowledge. These things are important. But the challenges, or new demands, on the teachers described here, are more fundamental. They have to do with the roles, self-perceptions, and behaviour of the teachers as individuals and as professionals, in the changing context of their schools. "Training", as a response to these challenges, is about enabling teachers as people, and as professionals, to change, to grow, and to develop new qualities. That is why it is often called "staff development".

The "training" or "staff development" offered in the pilot projects could, therefore, mean offering three different things, which are often hard to separate :

- the acquisition of new knowledge, e.g. on the economy of one's region, the latest applications of computers, etc.

- opportunities for professional development, i.e. the acquisition of new professional skills, such as how to organise student-centred learning, or continuous assessment, or how to run a work experience scheme;

- opportunities for personal development, for instance to gain more self-confidence, to become more aware of sex-stereotypes, to develop an interest in people from another culture.

The fact that "training" has got to be organised and offered in such a way as to promote personal growth, has important implications for the choice of strategy, or approach. It does not mean that more conventional approaches, i.e. long and short courses addressed to meeting subject-based needs for new knowledge on the part of teachers, are no longer needed. On the contrary, they have their place, and will continue to be needed. But in the context of policies for transition, and for the successful development of programmes which are successful in motivating young people in these years, and for meeting the challenges offered by contemporary society to schools as defined in Part I, "training" needs to adopt a different style.

Strategy 1 - Providing contact with the outside world

The first broad training strategy reflected in the pilot projects is that of creating opportunities for teachers to have direct contact with the world outside the school, i.e. whether in the sense of "the world of work", their local community, the different types of schools and colleges in their own area, or the other professional services concerned with helping young people.

Many of the pilot projects were concerned with "closing the gap" between the school and the outside world in one or more of these senses. This could mean developing new courses; new extra-curricular activities, new out-of-school activities; new forms of guidance curriculum; the introduction, or extension, of work experience schemes; or new forms of collaboration with the youth services and community services. In general, such developments led to new training opportunities which were directly connected to them, and often formed part of them. A number of particular different versions of the general approach can be identified.

Contact with the world of work

Bringing the world of work, and its realities, into the classroom calls for imagination, judgement, and skill on the part of teachers. All 8 Italian projects were concerned with linking the work of lower, and upper, secondary schools more closely to the needs and resources of their local area ('territorio') in a way which reflected its future economic development and therefore its future employment opportunities for young people. Themes such as the development of tourism, the future of agriculture and food processing industries, and the application of new technology in existing firms, eg. textiles, were some of the main themes. In each case, the projects began with seminars of several days' duration in which "experts" from outside, particularly industrialists, economists, and local politicians provided information and ideas on their perspective of the economy of the area.

Such meetings were innovative, because :

- teacher training is not normally based on contributions from experts from the world outside education; and

- teachers from all types of secondary school (comprehensive lower-secondary schools, and the various different kinds of general and vocational upper-secondary schools) were brought together with an opportunity to reflect on the role of schools and schooling in their region, in relation to its economy and employment, and their implications for young people.

Contact with other adults - Italy — Box 1

In some areas (eg. Avellino, Reggio Calabria, Sassari) initial project-launching seminars were followed-up by joint task-groups of specialist teachers, from different types of upper-secondary school, working together to develop teaching materials on a common theme, such as food preservation, energy resources in the area, etc. Schools' activities led to the direct involvement of adults other than teachers, from the local community, in project work in the schools, eg. on bee-keeping, wine-making, distillation of essences and perfumes from local herbs, and so on. Their knowledge and concern for the future of their community rubbed off on teachers as well as the pupils.

The impetus of the project, the opening up of the school to contact with the local community, and the community's active participation, as a partner in the teaching process altered the character of the school, and teachers' perception of it. It became more closely identified with its local area, or 'territorio', and "youth cooperatives" in which teachers as well as parents and other adults played an active part, were set up, in some schools in large numbers.

The process of contact with firms, especially, took various forms, and had different effects, according to the professional background of the teachers at their schools. For vocational training schools, in Belgium or Italy for instance, such contact may be well-established and go

back a long way, though this is not always so. In the West Flanders/ Limburg project (B 2)* vocational schools and several large firms collaborated on developing new-technology training courses for young people. The teachers' perception of their work, and their understanding of the need to integrate their course teaching with the on-the-job experience which students were having in the firm, were reinforced by the regular contact they had with the firm's training staff.

Enterprise education as training — Box 2

> After some initial apprehension, most teachers welcomed the teaching opportunities offered by the introduction of enterprise education. The formation of mini-companies in schools provided natural contacts with the "real world", through visits by consultants or the need to obtain practical advice and help from firms, as well as placing teachers themselves clearly in a non-instructional, consultant, role.
>
> Galway project, IRL 17.

But practical cooperation between secondary schools and firms was by no means confined to vocational training. Schools of many different kinds, in Denmark, France, Ireland, the Netherlands and the United Kingdom are being encouraged to develop practical links with firms, through twinning agreements and similar arrangements. Through them, teachers are brought into direct contact with employers and employees in firms, and, in many cases, work with them on projects whether based in the firm or in the school. Such cooperation is itself of value as training, in that it provides the right kind of opportunity for teachers to increase their knowledge of current industrial practice, as well as providing opportunities for industrialists to learn about what goes on in schools.

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* For addresses of pilot projects mentioned, see list at Annex 5.

Linking schemes Box 3

When local industry makes equipment, such as time on its own mainframe computer, available to a school, it introduces a very adult dimension into project work. It is also likely to upgrade, or update, teachers' own subject knowledge, and help them give a realistic, vocational, context to their subject. In the Galway project (IRL 17) and the project at St. Ghislain (B 1) firms and schools collaborated in this way.

Similar effects could be seen in two of the Italian projects, at Empoli (I 20a) and Biella (I 22b) where schools were invited by firms to develop software and carry out surveys on a commercial basis, on behalf of local industry.

A scheme developed in the Netherlands provided opportunities for teachers in compulsory education from both vocational schools, and general education schools, to spend a few days inside a firm. In some countries, especially Germany and the United Kingdom, various schemes already exist to provide teachers with industrial experience. But the Zeeland project in the Netherlands (NL 24) provided an interesting model for countries which do not have such a tradition. Aimed at improving teachers' knowledge of current industrial practice and industrial applications of their subject, the project provided 3 days in a firm for very large numbers of teachers in its area. It has proved extremely popular. Other provinces in the Netherlands are following it up, and the original scheme is being further developed. A more detailed account appears in Annex 1.

Some of the teachers who took part in this Dutch work experience scheme, were responsible for careers education, or guidance, in their school. Such teachers are a priority target group, where schools are conscious of the need to "close the gap" with the outside world, and wish to ensure that before students leave school they are not only provided with some information about job opportunities in their area, but also taught something about how to look for jobs, relate to adults, prepare for an interview, and so on.

Field experience for guidance teachers Box 4

A Greek project (GR 15) was given the task of developing a 5-month course to improve the professional skills of guidance teachers.

One month of this course was used to introduce the guidance teachers to the firms, services, and community organisations in their region. Groups of teachers from the course visited firms, not only to see them in operation, but also to discuss the types of job they offered, and the training required for them. In this way, careers education teachers were provided with a series of introductions to their local community, in ways which should prove valuable in their schools.

See Annex 2 for more details.

In most countries, a great deal of careers education teaching is carried out by class-teachers. In Denmark, where the guidance role of the class-teacher in lower-secondary school (Folkeskole) is highly developed, and of long standing, a pilot project in Aalborg (DK 3) developed a programme for the better integration of the use of work experience by students in the process of guidance in the last years of compulsory school. A special course was then developed to assist the class-teachers apply the new scheme.

The Aalborg course for class-teachers Box 5

21 class-teachers of 8th-10th classes (pupils aged 14-16) took part in the course, in 1984. The course consisted of :

- visits to work-places with their classes, in order to improve their understanding of how to run work experience for students successfully;
- guest lectures by visitors to schools, covering private and public employment, the role of the labour exchange, conditions of work, children and young people working in their spare time, body language with reference to the job interview, the role of trade unions, girls in non-traditional jobs, environment and safety, unemployment, and the employer's view of job applications.

The project endorsed the view that visits to work places by teachers, and teaching by visitors in schools, were important and useful; and that the benefits were shared by the teachers, as well as the students.

The Danish study illustrates the point, as do other pilot projects, that teachers pick up training about the world of work as part of the process of preparing students for it. Strategy 3 (below) elaborates this point.

In many countries, more students, and not only students in vocational training schools, are now being offered work experience placements, of various kinds, as part of their compulsory schooling. There is general agreement from the pilot projects' experience that it is essential that students should be well prepared for their work experience placement, before undertaking it, and that the experience should be discussed fully in various ways, afterwards. The value to be obtained from it is increased, where different subject teachers take part in the preparation process, and the debriefing process also. But practice varies widely in this respect, with some countries only involving careers education teachers in a work experience scheme.

Visits to students on work experience — Box 6

A French project (F 9) studied the value of work experience as a part of personal and social development. The schools tried to arrange for all subject-teachers to visit their students when they were on their work experience placement. This had the benefit not only of enabling them to discuss the experience more effectively with the students afterwards, but of increasing their own familiarity with the contemporary world outside the school.

In Ireland, "liaison networks" are being established between schools and individuals and organisations in their local community, as part of the closer integration of the schools' work with the needs and resources of its local community, not just in careers education but in other subject fields. Such networks may be the source of guest-speakers, of firms willing to receive visiting parties from schools, or of firms providing work experience placements. For all such purposes, contact between different teachers in the school and adults in the community outside becomes more frequent, and a regular part of the school's

normal functioning. The initiation of such contacts may require some training support - such as that illustrated in the Greek project mentioned above, or through the existence of a "project" or "scheme" (on which see Strategy 2 below). But the existence, and continuation, of such contacts, once begun is in itself a valuable kind of training.

Contact with young migrants' country of origin — Box 7

Two pilot projects, Berlin (D 6) and Mannheim (D 5), arranged for teachers to visit Turkey, the country from which most of the young migrants in their local community originated. From Berlin 22 teachers made 2-3 week visits, staying 2-3 nights with different families in villages, often those with relatives in Berlin. Such a visit programme, expensive in itself, was seen as the initial part of a continuing training process. Apart from raising teachers' awareness, and increasing their knowledge of the sending country, benefits were felt in the schools' development and diversification of their cultural and personal contacts with the migrant community in their areas, and greater confidence on the part of the teachers about visiting Turkish families in their homes.

Contact with other schools

An important, and perhaps surprising, finding in one of the pilot projects (Northern Ireland, UK 26) was the extent to which students in secondary schools felt that their schools let them down in not providing them with information and help about employment and vocational training opportunities available after they left school. Together with "money management" and coping with unemployment, this ranked highest in the areas which they thought important and in which they felt unprepared by their school experience.

Opening up schools and providing opportunities for teachers to meet colleagues from other schools in the project was a prominent feature of the Northern Irish project's approach, not just to remedy this problem but as a stimulus, along with whole-school staff discussions, to encourage teachers to review and develop their courses.

Contact within and between schools Box 8

In the Northern Ireland project (UK 26), the first stage was aimed at raising teachers' awareness of the problems and gaps in existing courses. Their own views and those of their students were invited by separate surveys, carried out with questionnaires, and the results led to a series of curriculum modules being developed, on political understanding, community awareness, employment opportunities, enterprise education and other topics. Schools were asked to choose what themes they wanted to develop, and, to meet teachers' training needs, a number of different staff development activities were organised :

- whole-school meetings, and conferences held outside the school at week-ends;

- inter-school seminars/working groups of representatives from 2-3 schools developing a common theme , or representatives from all participating schools.

Individual staff needs, identified with the help of project staff, were met separately. These arose in work related to assessment and certification, social and personal development, inter-agency cooperation, guidance and careers education, communication skills, and study skills.

In a French project in Vénissieux (F 10) the lower-secondary schools ('collèges') arranged for students, and their teachers, to visit the (post-16) vocational training schools ('lycées professionels') so that, for the first time, students could see for themselves what vocational training opportunities were on offer. Later, teachers from the vocational training schools came to the lower-secondary schools, to give a sample lesson from their courses. Here again, the teachers in the 'collèges', as well as the students, were beneficiaries of this newly-arranged form of contact between the different kinds and levels of school.

Such contact also promotes greater continuity between the courses in "sending" and "receiving" schools. In the Vénissieux project, after this contact 'Lycée professionnel' teachers came away with a better idea of the content of the courses which their students had had in their 'collèges'.

An area-wide example of this kind of contact is the system of 'Kontaktkreise' (Contact Groups) and Kontaktlehrer (Contact Teachers) set up all over Baden-Württemberg (population 9 million) between 1978 and 1982 as part of the first European Transition Programme. The original aim of the network was to improve the status, self-esteem and image of the 'Hauptschule' by associating, or linking, it more closely with the post-compulsory full-time and part-time vocational schools (technical colleges) which its courses led on to. But putting these different types of school in close and regular contact with each other led to a number of valuable training benefits : greater curriculum continuity, better guidance advice in the 'Hauptschule', and curriculum development. The 'Kontaktreise' system continues in the 'Land', and has proved an important "training" scheme. Annex 3 describes it in more detail.

Contact with other teachers

Other pilot projects also took action to meet the problem that teaching is, in most schools in Europe, a very isolated, and isolating, activity.

The existence of projects which provided opportunities for the development of team teaching, or even an opportunity for all the teachers of a class to come together occasionally to review common problems or to share ideas about new courses, had quite dramatic effects, in releasing fresh energy on the part of teachers, and providing them with the scope and incentive to try out new ideas. In many cases, the key factor was the provision of time, on the timetable, for teachers to meet as a group in this way, or to use the existing opportunity, e.g. the 'conseil de classe' (weekly/monthly meeting of all the teachers of a given class of pupils) in a new way, and not just for routine administration.

In the French project on the development of guidance (F 11) the possibility of taking part in 'journées de regroupement' (day meetings) was provided to guidance counsellors from different regions ('Académies'). The opportunity to reflect on common problems and themes with colleagues from other areas provided a unique stimulus. The guidance counsellor may be no less isolated in a guidance centre than is the class-teacher or the subject-teacher in a classroom.

The Manchester pilot project (UK 27) organised "writing-teams" which met for a part of a week-end, on a paid basis, and had a double aim :

- to focus project teachers' attention on an issue essential to the success of the project, and

- to analyse and write down the essential elements of the teachers' experience in such a way that others would be able to share in it, through using the materials produced, in a staff development programme.

This technique could well be used elsewhere. More details of it are given in Annex .

This form of contact with "the outside world" is a long way from the first type of such contact described under this heading, visits by teachers to an industrial firm, or a bank, or a hospital. It shows the wide range of training opportunities of this kind which are in use.

Strategy 2 - Innovation projects as training experience

Innovation projects are generally regarded as ways of developing a new course, or testing a new teaching approach. This may be true in some cases. But there are many who would argue that their principal value is in offering a supportive context in which teachers can try out new roles, and schools can review what they are doing. As one observer, in a Danish project, expressed it, "Simply involving teachers in the project is of great potential value. Projects are a really important way of helping teachers, and they should be planned so as to maximise this benefit".

Many of the changes described in Part I of this paper imply practical changes in the way teachers teach. Some new knowledge and skills may be needed by some teachers, and it may be possible to acquire this through courses; such things as how to organise group-work, or select successful topics for local studies may be in this category. But a great deal more has to be learned through experience, by practising doing it in the classroom. The theory or history of music can be learned on a course, but the only way to learn to play the violin is to play the violin.

A project, whether set up at the initiative of the school itself, or forming part of a national, regional or local scheme, provides several kinds of support. In doing so, it helps the teacher to try out new approaches, and make the process less threatening and more likely to succeed. It provides :

- a context; the project provides a situation in which new objectives have been, or are being, defined and there is a measure of support from above for the innovation;

- continuity; in a project, the change process is gradual, and the support continues, on a guaranteed basis, for a period of weeks, months or years, with recurrent training opportunities often interspersed along it;

- colleagues; the project calls for colleagues to provide each other with mutual support, and in some cases, the opportunity to see in action some who have gone through the same process and emerged successfully.

Not all the pilot projects went this far. But the experience of many of them points to the importance of these characteristics, as reasons why some projects were particulary successful in introducing change.

Context

A number of projects commented on the importance of activities far removed from "training" as having important staff development, or training, effects.

In projects which were concerned with developing alternative courses, for instance, it was noticeable that the need to define the objectives, content and practical activities to be included in a new course, or teaching unit, was a strong stimulus for the teachers to review the suitability of the content and methods they were using. The possibility of using different learning and teaching strategies then became apparent.

In Manchester, for example, groups of teachers were asked to prepare "units of work" (study) for less-able pupils which were realistically related to the pupils' capacity. The process helped to show how far existing courses and approaches implied that some pupils would fail on them; and that this situation was not acceptable. Similarly, in schools in Powys, Wales, which were contemplating the introduction of activities involving problem-solving and group-work, teachers were invited to review their existing arrangements for assessing pupils' achievement, and moved quickly in the direction of wanting improved arrangements, of a profile type.

In France, where one of the projects (F 9) was concerned with improving the use of work experience as a form of personal and social development for young people, the need to produce a profile, or form, on

which to assess the changes in young people as a result of their period of work experience, provoked considerable discussion on the nature of social education, and the school's function in it.

In another French project (F 11), teachers were asked to review the content of their text-books and teaching materials, for evidence of sex-stereotyping; the effect on their own attitudes and perceptions, was considerable. In Shannon, Ireland, a review of school policies on discrimination in the curriculum against girls was also an effective way of provoking discussion, review and attitude change amongst those taking part.

In Northern Ireland, the first phase of the project was, in effect, a strategy aimed at both obtaining teachers' views about what they thought needed to be done to improve courses in their schools, and at the same time a way of increasing their awareness of the need to do things. A project, because it implies a commitment to review existing practice on a more or less voluntary basis, can provide this kind of starting point.

In some cases, projects tried to generate not so much a context, as a climate. This applied particularly to projects which were aimed at raising awareness of sexism, and sex-stereotyping, in which it was felt that a multi-facetted strategy, with a variety of activities over a considerable period each interacting and reinforcing the other, would be necessary.

The appointment of a senior official in charge (in the 'Académie' (region) of Rennes, and in the City of Manchester) was one way of creating such a climate. In Manchester (UK 27) it was followed by the regular circulation of a newsletter, periodical awareness days with exhibitions and discussions, the provision of special courses (on assertiveness training, for instance), the organisation of workshops (for men teachers), and the production of teaching materials. A similar package of activities, aimed at awareness raising and attitude-changing, was used in Rennes (in the F 11 project).

The informal character of the training "context" was especially a feature in a number of projects. In Berlin, for instance, the pilot project (D 6) organised off-site, extra-curricular, one-week art/drama/cultural-activites courses for whole classes of pupils, with their teachers, as part of an initiative to help the personal and social development and integration of young people from the local immigrant communities, especially the Turkish. The primary objective was to help the students; but a very strong secondary benefit was obtained by the teachers, who were given opportunities not only to develop more informal relationships with the students, but also to try out, in a protected environment, different teaching strategies, which they could apply back in their own school later on, if they succeeded with them. Here, the mixture of acquiring new skills, new attitudes and some new understanding of the immigrant community and its culture are closely interwoven, in a very indirect "training" process.

Training in a walk-in centre — Box 9

The French project (F 10), in Lyon in Vénissieux set up an off-site evening walk-in education centre, particularly to help young people with problems of all kinds, educational, personal and social, in an informal and easily accessible environment.

The centre, known as the 'Lieu A(p)prendre' (Learning Place) was partly staffed by teachers, who were paid to do so (i.e. had their in-school teaching hours reduced accordingly).

Not only did the centre become an extremely successful meeting point for young people, and their parents, but the teachers who ran it had a valuable training experience through their direct contact with families in the heavily-disadvantaged community of this area of Lyon.

In both these cases, the fact that the meeting place, with the immigrant communty, was off-site seems to have been an important factor for success. The Berlin project was quite deliberate about this, and organised other activities which were specifically characterised by being in a "third place", i.e. they were not in the school, nor in the home, but in an alternative, informal, context. It seems quite possible that "third place" settings provide helpful, and effective attitude-

changing environments, for teachers who, as in the project schools in Lyon, are under such daily pressure in their classes from the personal, social and economic problems of the area, that change is unlikely in them.

Continuity

An analysis of these "third place" activities emphasises also the importance of their permanence, at least for the duration of the project's life. There is nothing very new about weekly in-service training. It is a well-established pattern of provision in some places. Nonetheless, it is important to notice that whereas projects ran weekend meetings for some purposes (eg. to generate a climate, or to have some intensive writing sessions) and one-day courses for other purposes (see Box 4), activities or "courses" which were aimed at more fundamental changes on the part of teachers, affecting their attitudes and roles, tended to be arranged on a periodic basis, such as weekly sessions, over a considerable period.

In the Kassel project (D 7) for instance, a number of volunteer guidance teachers from general education and vocational schools ('Berufsschule') met one afternoon every other week over three years on a guidance training course. The continuity of training meant that teachers subsequently developed close personal relations - reinforced by residential periods every six months - which helped develop mutual understanding between teachers in the two types of school, especially helpful for improving guidance.

The periodical nature of the meetings was also an important characteristic of the teacher groups which were set up in the Belgian project in St. Ghislain (B 1). These brought together teachers from different types of school, in the area, for the first time; and their purpose was to share their experience in introducing more practical learning approaches with their classes, which they were also doing on a weekly basis. The group therefore had the function of enabling current problems, which had occurred the previous week, to be raised and talked through with other colleagues. Discussion groups provided on-going group support for the process of innovation being undertaken by each teacher individually, and formed a significant part of the project.

Colleagues

The St. Ghislain project training session just described, and several of the other examples above, illustrate also the importance of providing opportunities for teachers to emerge from the isolation of their classroom, to have a chance to talk with colleagues about their work. A project implies a commitment of some kind to move in a direction agreed to some degree between colleagues, and supported at the level of the school and, in many projects, at the level of the local authority also. It can provide naturally the right kind of opportunities for teachers to be freed from their normal teaching duties in order to come together, whether in subject-based groups, or as the group of teachers concerned with a particular class of pupils, in order to plan together new courses and activities.

Projects also repeatedly stress that the most important form of support for teachers trying new approaches is the opportunity to see a colleague, in their own classroom, doing it, and being able to discuss the problems of making the change with them, face to face.

In the Hvidovre project (DK 4) teachers collaborated as a group to produce a play which they presented, on stage, to parents, guidance counsellors, teacher colleagues, and others, to portray sex-stereotyping and to stimulate awareness of conventional sex roles. In the same field, and also in Denmark (but in Aalborg, the DK 3 project) teachers taking part in a weekly in-service course (for class-teachers) were put in student-roles in practical activities, men in the kitchen and women in the workshop. In both these cases, the group-character of the attitude-changing process was an essential part, reinforcing the other aspects of the project's work.

The training, or staff development, value of other types of experiences was also revealed by some of the pilot projects. These were also instances in which teachers "learnt by doing", and the staff development value of the activities was only realised by project staff after the event, and sometimes then only after some reflection.

In these examples, projects offered activities which enabled teachers to learn alongside their students. Typical examples were residential work experience periods; "third place" activities, of the kind already described; and students' work experience placements.

The ways in which these activities seem to offer opportunities for training were as follows:

- learning with students; quite a lot of the practical activities initiated in pilot projects in the programme put teachers in roles in which they were no longer the expert, or source of information, but closer to the position of the student, both being presented with the task of solving a problem and both having to work out what to do. Project work, a lot of enterprise education, practical "design and make" tasks, and many others, can produce this situation. By putting the teacher in a non-traditional role in relation to students, it illustrates and "teaches" that role.

- shared residential experience; many teachers, not only those in Transition pilot projects, comment on the value of residential experience from their own point of view as teachers, apart from what it does for their students' personal and social development. The benefits seem to be not simply that the teachers have a chance to find out more about their students as young adults, or to discover qualities in them which they had not seen before, but that working together and living together as a group for a period can lead to relationships between student and teacher which provide a basis for future work, satisfactory to both parties. For this reason, many teachers favour organising residential experience periods as early in the school year as possible, though this of course is difficult to arrange for everyone.

Joint projects : teachers and students Box 10

Many of the Italian projects created new teaching/learning situations in both lower secondary schools (scuola media) and upper secondary schools. Projects based on documenting the folk songs, sayings, and other cultural heritage of the neighbourhood involved teachers organising learning, and the exploration of the environment, in a way quite unusual for secondary school teachers. Similarly, although on a more limited scale, subject specialist teachers in other schools collaborated with some of their students (both on a volunteer basis) to do more systematic, indepth studies of aspects of their local community, such as agricultural production and marketing, the role of the banks, etc.

Because of the difficulty of integrating such activities into the regular curriculum, their extent remained limited. But their potential for use as a staff development resource, even though only tried out in a number of projects on a volunteer basis, seems promising.

The question how far it is possible to organise residential experience so as deliberately to use it as a training experience, for teachers who are not accustomed to, or have not had a chance to try out, this kind of teaching-learning relationship with young people, is worth further study. The pilot projects suggest that there is scope of this kind.

- experience with students in other informal settings; "third place" contacts of the kind described earlier, remove psychological, as well as physical, barriers to different kinds of interaction between student and teacher. The new type of experience which can take place provides an opportunity for teachers to try out new roles for themselves, in a situation away from the structured and exposed conditions of the school "Trying out" such new relationships, in supportive circumstances, is an important step.

- shared experience, different learning; when subject teachers are encouraged to make a visit to one of their students who is away on a work placement, the student and the teacher may to some extent share

the same experience. But the teacher may be able to use and exploit the student's experience, back in the classroom as part of the teaching process. Teachers may well also extend their own experience in this process, which is itself useful.

In these various ways, the traditionally strict demarcation between teacher and student is blurred, and the extent to which they have roles in common is brought out:

- the situations show up the fact that the teacher is a person, like any other in modern society, who has a need to continue to learn and whose learning can take place alongside that of students;

- the nature of the students' learning, in some of the cases, is shown to be of an "adult" kind in the sense that it can be done on a more or less equal basis with the teacher, to the benefit (and even enjoyment) of both.

There are many ways in which the move towards more student-centred learning, or more client-centred schools, can produce situations in which students and teachers can work, and learn, together. The presence of adults other than teachers in the school, for instance, as consultants or advisers, or resource persons, leads to the situation in which teachers learn from such people, as much as students. The pilot projects illustrated many such activities.

III Organisation : factors for success

1. Training as part of local development

Staff development is inseparable from institutional development. Schools face the challenges described, in Part I, just as much as individual teachers. The role (and self-perception) of the teacher is inevitably linked to that of the school. Planning staff development must be seen as part of the planning of the development of the school itself.

In education systems in which the head-teacher has only administrative responsibility, and no role in the pedagogic or educational field, the development of training or staff development in a coherent form for the school, is gravely hampered. Fortunately, in a number of countries, steps are being taken to move away from this conception, and to increase individual schools' control over their resources, and their autonomy in regard to the training needs of their teachers.

In any system, schools' involvement in assessing their own training needs calls for some outside resources, expertise and support. Local training policy needs to be initiated, and supported, at a level above that of the school, though preferably not so far away from it, or so far above it, as to be insensitive to each institution's changing, and unique, needs.

The pilot projects which showed most activity, originality, and success in devising staff development activities for their members were those which had resolved successfully this key requirement, of providing opportunities for personal and professional development for teachers, within the context of an overall plan for a school, conceived as part of an on-going process, not a one-off event, suddenly started and suddenly finished. Conversely, the outlook for the continuation of the development work started in pilot project areas which do not have continuity of this kind, and support for it from outside the school, is not encouraging.

In short, staff development, on the experience of the Second Transition Programme, needs to be seen as an integral element, and planned as an integral element, of "development" in a wider sense, whether towards the adoption of more student-centred approaches in teaching, and learning, new approaches to guidance, or the development of a new role for the school in its local community.

It follows that, when one attempts to analyse the key factors for success for staff development work on the evidence of the pilot projects, many of the factors lie outside the field of staff development itself, being properly part of local development policy aimed at change in schools and the system of which they are part.

The first factor for success, therefore, is such a policy, welding together training and development at the local level, suporting them at the institutional level. This is true of centralised as well as decentralised systems. National, or regional, policies are needed, also, to support local ones.*

2. A school-based approach

Many projects described their training as part of a "school-based approach". What, then, are the key characteristics of such an approach?

One pilot project suggested the following : "School-based training means it is;

in-house
curriculum-led
task-oriented
team-based, and
supportive, not abrasive."

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* See also on this aspect : "The in-service training of teachers in the 12 Member countries of the European Community"; by V. Blackburn and C. Moisan, the European Commission, Brussels. (forthcoming).

School-based means ensuring that training is needs-based, i.e. that it identifies each individual teacher's personal/professional training needs, as well as taking into account the needs of the school. Teachers may take an active role in planning and evaluating what is provided. There may be an element of self-instruction, as in many of the projects referred to here.

School-based training programmes are often more successful simply because they can take place at times convenient for both teacher and school.

The swing towards school-based training is best seen in the pilot projects in the United Kingdom and Ireland. The concept of the school as an organisation able to review and identify its training needs, however, is also to be seen in pilot projects in Germany, Denmark, France, Italy and the Netherlands.

3. Top-level commitment

Staff development is for education what product development is for the manufacturing industry, i.e. the investment needed to keep up with the pace of change, and to constantly improve quality. As such, it is not an extra, but a top priority call on resources, and policy-making, needing the active involvement of the local authority at senior level; within the school itself, the senior management, i.e. the headteachers and other key staff, and the teacher unions.

4. Incentives

Pilot projects are often regarded as doubtful evidence on the use of incentives, in that they themselves are special situations, helped with extra funds and in schools with above-average staff. In fact, few of the pilot project schools had help with extra staff, except at a modest level. Education authorities have come to recognise the impor-

tance of generalising pilot projects' work to other schools, and that generously-funded pilot projects are not easily generalised when resources are very tight. Pilot project staff tend, therefore, to be more conscious of the need to provide incentives, of various kinds, to encourage teachers to take part in development work and staff development activities, and have pointed out the importance of:

- recognition of success in using the new approaches, whether in the form of salary increases, promotion, or special posts related to them;

- reductions in teaching hours; making free time available to teachers to work/plan, is not just a practical necessity, but a psychological encouragement, given that "time" is a highly valued, scarce, commodity in the school environment;

Self-esteem, morale and one's own professional competence as a subject teacher count for a lot in the teaching profession. Opportunities to renew one's professional skills may be of greater value at a time, when, in almost every European country, teachers feel themselves under criticism from politicians and accused of professional inadequacy.

5. Staff : local-level and school-level

A policy for staff development at the local level such as outlined in 1 above will require some person to implement and supervise it. In one of the pilot project areas (Manchester) not only has the local authority an inspector designated specifically to plan, co-ordinate and review the authority's policy, priorities, resources, etc. in this area, but the schools themselves are all required to designate "development officers" for their staff development activities.

At the local level, such a role comes close to that of pilot project co-ordinators in a school, found in several projects, who took on such tasks as animating, and co-ordinating activities including staff development ones. At the school level, some projects appointed school project coordinators and found them useful.

6. Structures

The use of formal or informal structures or arrangements to stimulate contact, co-operation and sharing of experience with partners outside the school has been stressed a number of times in this report.

The use of local liaison groups (Shannon), teacher discussion groups (Belgium), Kontaktkreise (Contact Groups in Baden-Württemberg), twinning arrangements for school-industry links, COAs (Netherlands, see Annex 1), etc. The value of such structures is the opportunities they provide for on-going, often informal contact between school and environment, of a personal, professional or technical kind.

7. Resource centres

In several projects, teacher-training institutes have been encouraged to develop a role as resource centres to support innovative approaches, and provide staff development related to them. This applies in Dublin, in the F 11 project in France, in Denmark, and in Duisburg (D 8).

8. Feedback

A number of countries (Denmark, the U.K., the Netherlands) are moving towards a more market-style approach in in-service training, whereby resources are placed in the hands of the consumers (the schools) instead of being given to the providers, i.e. the teacher-training institutes. The latter then have to adjust their offerings to the needs of the "market" in the schools which, with resources at their disposal and stimulated to think in terms of "school-based" needs, become better able to negotiate for what they need.

Even then, it is important to gather information about teachers' satisfaction with what has been provided, and how it was provided. Although an apparently elementary precaution for ensuring the success

of a continuing programme, this aspect is easily forgotten. Pilot projects, perhaps by their nature, are inclined to pay more attention to it, particularly since most of them had some form of internal, on-going, evaluation built in to their own development processes.

A less optimistic note has to be struck about the effectiveness of pilot projects' use of printed matter, as a way of reaching teachers, and influencing them with new ideas.

A number of pilot projects, in different countries, published sizeable volumes about their work, mixing together, in some cases, formal and informal documentation, in an encyclopaedic record of their activity. The same projects often published teaching materials of a quite different nature, simply written, well illustrated and clearly structured. The need to gather feedback about the effectiveness of these two forms of communication with fellow teachers deserves to be stressed for the future. Since the task is probably too substantial for a local authority, research needs to be undertaken at national level on the extent to which teachers at large do find time, or have the inclination, to read such accounts of projects' activities, and to try to ascertain to what extent they are influenced by them, where they do read them. At present, resources and time are spent, in a number of countries, in this type of publication, the utility of which must be open to some doubt.

9. Supporting new roles, and posts

In Part II, mention was made of the 'Kontaktlehrer' (Contact teachers) appointed in Hauptschulen and post-compulsory vocational schools in Baden-Württemberg. The school staff "development officers" designated in Manchester were also mentioned in 5 above. These are only 2 of the new roles which can be seen to be emerging in secondary schools in response to the demands outlined in Part I.

Generally these new roles emphasise the external role of the school, and the teacher. School Industry Liaison Officers (SILOS) are found in

the United Kingdom : in Birmingham, for instance, 3 SILOS work as liaison for 120 secondary schools; equipped with a secretary and a telephone, they can help teachers find resources in their local community.

The Danish projects (DK 3 & 4) have developed the community-based aspect of the work of the schools' guidance counsellors, especially following up young school-leavers who are unemployed or not in vocational training. It has also helped to strengthen the counsellor's role as a specialist in support of the guidance work of the class-teacher, both inside the school and as liaison with firms and the community, to find work-placements, etc. In the United Kingdom, some schools have designated teachers as "Community Enabling Officers" (Somerset) with similar external liaison functions.

In Luxemburg, the Transition pilot project (LUX 23) has experimented with a version of the "transition tutor" role developed in one of the first Transition Programme pilot projects (Strathclyde, Scotland) whose main responsibility was to encourage other school staff to see the potential contribution of their subjects to young people's transition. In the Luxemburg project, the emphasis was put on the community-based function of a transition tutor, not unlike the external role of the Danish guidance-counsellor (above).

'Educateurs' : guidance for young school-leavers Box 11

Luxemburg trains 'éducateurs', community-based social workers whose job is to help young people's social and vocational integration, especially the ones most at risk of unemployment. Most work in youth clubs and other institutions, as youth workers.

The Luxemburg project (LUX 23) has tried an experiment, in five local areas, in which 'éducateurs' work with teachers :

- to organise work experience, individual/group counselling, and leisure activities, for young people;
- to help young people organise their own activities;
- to develop contact with schools, institutes and social services, with a view to better information and coordination of effort at the local level;
- to develop a local network of these bodies.

The national teacher-training institute (IFEM) is considering offering a one-year training course for 'éducateurs' based on the project's experience.

Conclusions

"Attitudes towards the present curriculum proved to be traditional with all groups (teachers, parents and students) favouring the academic approach. Practical subjects were given consistently low ratings. Teachers were more aware of the importance of the "hidden curriculum" than were other groups. Parents and students seemed more amenable to innovations than did teachers, particularly where this related to lifeskills and work orientation. All groups retained a conventional view of employment and, while recognising that prospects were limited, wanted white-collar and professional work. It was universally accepted that assessment procedures must change from the present examination-dominated system. The need was expressed for thorough preparation of all parties involved. The present low level of contact between teachers and parents would seem the area most in need of change. Both parties realise that this is vital if necessary educational changes are to be brought to fruitition".

- from Employment Issues : a survey of attitudes to education and employment among teachers, students and parents in 27 second-level schools in Galway, Ireland.

This was the analysis made by one project (IRL 17) of the tasks confronting it in terms of attitudes and perceptions, in the early stage of its work. Such attitudes vary from country to country, and school to school. But many of Galway's problems can be found elsewhere. What, then, has this analysis of pilot projects' work to offer to those faced with similar situations and needs ?

- strategies for training teachers, both on initial courses and during their service, should build on, and form part of changes in the schools, and particularly the closer relationships, of many kinds, which schools need to develop, and are developing, with the world of work and their local communities (Strategy 1);

- the importance of relating training to development, whether of the curriculum, or the role of the school in its community; and the importance of providing a context which structures and supports changes; continuity of training and support for it; and the support of colleagues. Innovative projects which provide, these things, are an ideal

operational setting for training and improving the quality of education in schools (Strategies 2 & 3).

Attention should also be paid to the need for the following :

- the development of school self-review, and school-based approaches to training;

- policy arrangements at the local level to initiate and support the process of school self-review;

- the appointment of the necessary staff at local level, and the designation of the necessary roles/posts within schools, for these processes;

- proper recognition of the importance of development and training, through promotion procedures and the provision of non-teaching time for teachers to engage in planning and development work in school;

- the creation of structures, such as 'Kontaktkreise' (Contact Groups), local liaison groups, etc. to stimulate and extend schools' contacts with the outside world;

- the development of training resource centres;

- a system to collect feedback on the effectiveness, and acceptability, of what is provided;

and finally,

- a sustained commitment, on the part of those reponsible, to develop and maintain training provision until it is within reach of all schools in an area, drawing on, and disseminating, the teaching and other materials produced in pilot projects.

List of contacts for Transition pilot projects referred to in the text

B 1 S. André, Transvia, Cité des Petites Préelles 129,
B - 7330 St. Ghislain. Tel° 32 (65) 78 81 85.

B 2 Mme. A. Machiels, Centre P.M.S., Luikersteenweg 56,
B - 3500 Hasselt. Tel° 32 (11) 22 17 38.

DK 3 H. Bruun, Udskoling- et EF Projekt, Hasserisvej 174,
DK - 9400 Aalborg. Tel° 45 (8) 11 22 11 ext. 4170.

DK 4 P. Lindholm, Skole- og Fritidsforvaltningen, Hvidovrevej 59a,
DK - 2650 Hvidovre. Tel° 45 (1) 78 12 11 Ext. 1207 and 1208.

D 5 Fr. H. Reindel, EG Modellversuch, Beratungsstelle H2, 2
D - 6900 Mannheim 1. Tel° 49 (621) 147 30.

D 6 Fr. C. Hartmann, Jugend- und Kulturtzentrum, 27 Schlesischestr.
D - 1000 Berlin 36. Tel° 49 (30) 612 40 95.

D 7 V. Hopf, Regionales Verbundsystem Kassel, Hauffstrasse 5,
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D 8 K.-J. Reuther - A. Scharf, EG- Modellversuch,
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F 9 P. Chauvet, Direction des Lycées (DLC4), Ministère de
l'Education Nationale, 107 rue de Grenelle, F - 75007 Paris.
Tel° 33 (1) 45 50 11 16.

F 10 F. Cibue - P. Villeneuve, Cellule Vie Scolaire, Rectorat de
l'Académie de Lyon, 92 rue de Marseille, F - 69354 Lyon 7.
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I 21b L. Iannuzzi, Provveditore agli Studi, Via de Renzi,
I - 83100 Avellino. Tel° 39 (825) 25 040.

I 22b N. Panaro, Ufficio Scolastico Regionale di Piemonte,
Corso Matteotti 32a, I - 10121 Torino. Tel° 39 (11) 53 17 84.

LUX 23 F. Sauer, I.F.E.M., 75 rue de Bettembourg, L - 5811 Fentange.
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NL 24 J. Neve, COA-Arbeid Zeeland, Postbus 2034, NL - 4461 CW Goes.
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Innovations

EUROPEAN COMMUNITY
ACTION PROGRAMME

TRANSITION OF
YOUNG PEOPLE
FROM EDUCATION
TO ADULT AND WORKING LIFE

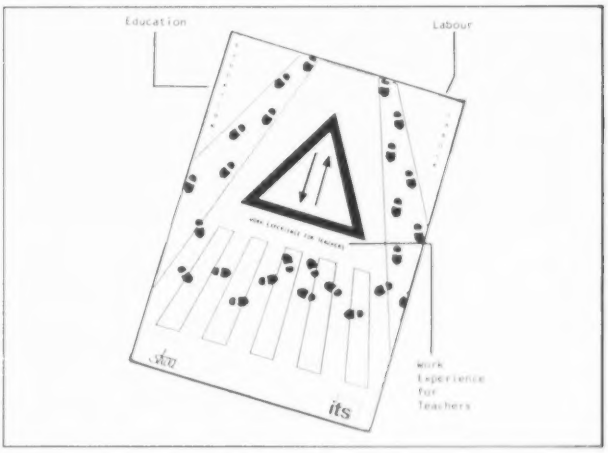
22 ___ '87
WORK EXPERIENCE FOR TEACHERS – ZEELAND

PROGRAMME INFORMATION OFFICE
IFAPLAN BRUXELLES
SQUARE AMBIORIX 32 · B · 1040 BRUXELLES
TEL. 02 · 2307106

The Zeeland Work Experience for Teachers Scheme provides short work experience opportunities for teachers from vocational schools (pupils aged 12-19) and guidance teachers in general education schools. The scheme is now being spread to all parts of the Netherlands.

Context

The Dutch government's concern at the widening gap between the technological needs of the labour market and the curriculum, and guidance provision, in schools led to the establishment, between 1982 and 1985, of 12 'Contact Centra Onderwijs-Arbeid' (COA - or School-Employment Liaison Centres). In 1983 the COA in Zeeland, a rural-industrial province on the southern borders of the Netherlands, was designated the base for a pilot project in the European Community's second Transition programme. As part of its role in "closing the gap" between education and industry, the COA launched a work experience scheme for teachers in the area.



Target groups

The main target group are teachers of vocational subjects in vocational lower and intermediate secondary schools teaching vocational courses to pupils aged 12-16 and 16-19. Many of these teachers (of mechanical engineering, electrical engineering, commercial studies, etc.) left industry/commerce a long time ago; others have had little, if any, experience outside schools. A second target group are teachers of careers education, and of social studies, in schools of general education.

In the Province, the total of these target groups is about 800 teachers. In three years, 3 out of every 4 teachers have taken part in the work experience scheme. In 1986-87 the target group is being widened to include all teachers in vocational training schools (a further 400 teachers).

The number of firms, shops, banks, hospitals, public service bodies etc. which have agreed to take part now totals 300, out of the approx. 6000 in the Province, whose data is stored in the COA computer.

Aims

- To improve understanding of current industrial developments on the part of teachers in both general education and vocational training.
- To make teachers aware of discrepancies between the theory they teach in schools and current practice in industry/business.
- To stimulate change in the curriculum and examinations.

Organisation

The teachers taking part have 3 days' work experience. The visits are organised by the COA team after the end of the annual school examinations (when cover for the absent teachers can be arranged more easily), and before the start of the summer holidays. The models used are either three days in one firm, which is chosen by nearly all vocational subject teachers; or one day in three firms, which the careers education teachers prefer.

Preparation begins early in the school year, when schools are informed about the available work experience opportunities. Application forms are sent to the COA, to match participants' wishes to the places available. Teachers are sent information about the organisation they are to visit before the placement, and a preparatory meeting between the teacher and the firm is held.

Nearly all the placements start with an introductory lecture by someone from the firm, followed by visits during which the visitor has the opportunity to discuss with employees. In 1983, only 14% of the teachers actually worked during their stay with their firm; but this rose to 35% in the following year, under influence from the project team in the COA.

After the 1986 placements a number of teachers expressed the need for follow-up discussions about their experience. This led to the launching in early 1987 of two work-groups (building and metal sector) to draw conclusions from their experience and discuss the implications for curriculum change.

Outcomes

The scheme is being evaluated by an independent institute (address below), and the results so far are favourable.

- Nine out of ten teachers taking part in 1984 said they would like to take part again. 50% actually did so. In 1985, 75% said they would like to do so.
- 71% in 1983 (and 89% in 1984) said that they had learnt something of value for the subject which they taught.
- Asked whether they had used their experience as illustrative material in their lessons, in 1984 10% said "often", and 37% "sometimes". But examination syllabuses were regarded as an obstacle to any substantial adaptation of their teaching.

The scheme is seen as having raised teachers', and schools', awareness of developments in industry, and as having contributed to regional co-operation. Other COAs are interested in it, and are starting to use materials developed by the Zeeland COA. 10 out of the 12 COAs have now introduced work experience schemes. The Zeeland programme will be the basis for schemes in the other areas. A handbook, forms and computer software (for matching teachers to firms) will be made available to them by Zeeland.

Problems

Some practical problems arise:

- not all head-teachers, and teachers, are involved. Information is not always effectively distributed.
- not enough places are available, for teachers in subjects such as computer software and retailing.
- 20% of teachers would like to stay longer in the firms, e.g. five days.

Some of these problems are being dealt with. The COA team is providing a 2-weeks course, partly to provide an opportunity for engagement in genuine work, and partly to meet the needs of particular vocational subject teachers who could up-date their knowledge by spending time on specific tasks in manufacturing plants, and so be better prepared to develop curriculum materials. Target participation is 10 teachers a year in 1987/88.

It also remains to be seen how strong teachers' interest, and motivation to take part, will remain, once the novelty of the scheme has worn off. The scheme at present enjoys prestige in the media, and in schools. But teachers' personal needs, for the kind of information which they obtain, seem to be an important motivating factor.

Curriculum renewal is one of the aims of the scheme. Obstacles to curriculum change can be identified as:

- problems of generalisation (methods used in firm A do not necessarily apply in firm B);
- legal constraints; how free is a school to change the curriculum in a system with partly-centralised examinations?

Typical 3-day placement in a hospital

Day 1

08.30 Introduction : general information about the hospital.
10.00 Discussion with the personnel-manager about applications for a job.
What does the hospital expect from the candidates?
11.30 General information about welfare.
13.30 Non-medical services.
To experience the work in this ward with special attention to :
- the tasks of the youngsters who are on vocational training in the hospital;
- the safety and hygiene measures for the domestic and food services.

Day 2

10.00 General information about spiritual care and care for people who are dying.
13.30 The infant ward : to experience the work in this ward.

Day 3

08.30 Talk by a physiotherapist about post-operation physical exercises.
10.00 A discussion with a hygienist.
13.00 To experience work in the convalescent ward, with special attention to the kind of activities patients do.
16.00 Evaluation.

Further information

- J. Frietman, Docentenstages en Leerplanvernieuwing; SKOA/ITS, Nijmegen, 1985. (Teachers' work placements and curriculum change - in Dutch only).

- J. Frietman, Docenten uit het gehele voorgezed onderwijs in Zeeland op stage; SKOA/ITS, Nijmegen, 1985. (Work experience for secondary education teachers - in Dutch only).

- "Project & Profile" : School-Employment Liaison Centres (COAs) : in this series, in all Community languages.

- "The world of work as a learning resource"; Working document (DOC:03WD87), IFAPLAN, Brussels, 1987. In all Community languages.

Contacts

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Innovations

EUROPEAN COMMUNITY
ACTION PROGRAMME

TRANSITION OF
YOUNG PEOPLE
FROM EDUCATION
TO ADULT AND WORKING LIFE

7 ___ '87
FIELD EXPERIENCE FOR GUIDANCE TEACHERS - GREECE

PROGRAMME INFORMATION OFFICE
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"Fifth-month training" is an approach, used in Greece, to putting specialist guidance teachers from secondary schools in touch with industry and the community in their region. It forms the last part of a national 5-month training course provided for 450 selected guidance teachers in all areas of the country since 1983. It was developed as a Pilot Project in the European Transition Action Programme.

The 5-month courses are a key part of the government's plan to improve guidance provision in lower and upper secondary schools. Other measures include the provision of local or regional guidance resource centres, and local guidance coordinators (advisers) in every local authority.

The teachers selected were secondary school subject teachers, from both General and Technical/Vocational schools. Applicants had to have at least 2 years experience; no other qualification was required. Each course was organised for teachers from a specific region.

Teachers visiting a local firm

As in many other countries, careers education does not carry high status in schools in Greece. The course was partly designed to change this, by raising selected teachers' professional skills and by linking careers teaching more directly and visibly to the economic and social needs and resources of the region.

The first 4 months of the course were taught in Athens, using lectures, discussions, group-work, and role-play. The content included topics from psychology, the sociology of education, economics, and some curriculum development and small-scale research. The size of each of the 5 courses varied from 80 to 100 teachers.

After their course, guidance teachers are expected to teach a careers education curriculum covering :

- careers information and related information on qualifications and courses;
- self-exploration and decision-making skills;
- skills for finding & assessing information;
- job search and application skills;
- awareness of sex-stereotyping.

They are also expected to :

- organise industrial visits for pupils;
- organise careers information material in their schools;
- organise parents' evenings to discuss careers guidance;
- organise discussions by visiting adults for pupils in their schools;
- inform the head & other staff of their school about the aims and methods of careers education;
- help their colleagues to be involved in careers education;
- establish links with the local community.

Trained careers teachers are also eligible to become local authority guidance coordinators.

Planning

The fifth-month activities involved cooperation between :

- the course authorities, i.e. the careers education team attached to the Pedagogical Institute staff in Athens;
- the local authorities, i.e. Directors of Education, who were asked to suggest work-places to be visited, topics and issues which should be discussed, and individuals who could help provide information.
- the local guidance coordinators, cooperating with the Directors of Education, in these questions;
- the firms, organisations and individuals who were approached by the members of the project team in charge and by the local authorities;
- the local community, who participated in meetings and, more widely, were made aware of the aims of careers education and the teachers' course, through publicity on local radio and in the press.

The overall aim was to enable the teachers to take a close look at the socio-economic and administrative organisations/resources of their region : and so to acquire information, understanding and contacts, useful to their work in their schools.
Ideally, the "fifth-month" programme should have been interspersed with the other 4 months, so that theoretical and practical learning could be combined. This was done for the courses for teachers from Athens; but it could not be arranged for the other courses, because of travel and accomodation problems and cost.

Organisation and resources

The programme was mainly organised by the course organisers, assisted by the local authority. Advance visits were made to each area by course team members, to plan, and later finalise, arrangements. They also took part in all the activities.

The teachers were consulted about the choice of activities to be included in the programme and often had very specific suggestions to make on places to be included. They took part in it in groups which averaged 30. But much smaller groups, eg. 5, were used where the special nature of a particular area (eg. the Aegean Islands) made it desirable.

Programme

The fifth-month activities were made up of :

- lectures by, and discussions with, representatives of local authorities, chambers of commerce, manpower services, higher education, and other public/private sector bodies.

These focussed on current activities in the local authority, plans for future development, and future prospects.

- visits to local industries, in the public & private sectors, and to cooperatives, hotels, hospitals, etc.; and discussions with their staff, employers, employees, etc.
- meetings with teachers in the local authority, especially those responsible for careers education, together with representatives of parents' organisations, pupils, school advisers, and the directors of the local/regional education authority.

These meetings covered careers education, its aims and practical problems, and suggestions for improving it.

The "fifth month" part of the course was aimed at linking careers education teaching in schools to local job and training opportunities for students. Resource materials were provided to help the teachers develop this important aspect of their work, since the course alone could not guarantee it. Such materials included:

- the texts of the lectures, etc. given on the course; and supplementary material provided by lecturers on services, job opportunities, etc.
- local information material provided by firms, services and other bodies visited during the fifth-month programmes : in one area, these were bound into a volume through the help of the local education office.

The course authorities are also publishing :

- a handbook of papers, researched and written by the teachers on the courses, on the characteristics of each region, especially its economy, education system and labour market;
- a handbook of good practice in careers education teaching, eg. setting up a "careers room" in a school, how to collaborate with, and help, non-specialist teachers on careers education, etc.

Other material relevant to careers education has been published by the Institute. It includes a range of colour booklets about the place of careers educaiton and guidance in compulsory education, aimed at the needs of teachers, pupils and parents.

It is too early to assess the effectiveness of the courses. Aspects which the project team are examining are :

- the changes/benefits to the teachers' professional role and skills;
- the impact on their work as careers education specialists;
- the impact on their perceptions of careers education and their attitudes towards it;
- the impact on their capacity to assist their non-specialist colleagues.

Group assessments on the methods of the courses, including the fifth-month training, showed that:

- the teachers felt that the "fifth-month" was an opportunity to see how the theoretical part of the course should be applied to the "real world", in their region;
- the "fifth-month" was seen as having raised their awareness of their region and of the need to organise cooperation in the future between school and the world of work, in cooperation with the local authorities.

Further Information

The materials listed can be obtained, in Greek and in photocopy form only, on request to the address below. Sample copies of the Institute's published booklets, also referred to, can be obtained, also in Greek only, on request to the same address.

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Innovations

EUROPEAN COMMUNITY
ACTION PROGRAMME

TRANSITION OF
YOUNG PEOPLE
FROM EDUCATION
TO ADULT AND WORKING LIFE

28 ___ '87 "WRITING TEAMS", MANCHESTER

PROGRAMME INFORMATION OFFICE
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The Alternative Curriculum Strategies (ACS) Transition Programme pilot project in Manchester used "writing team" weekends as a device to crystallise the experience of their project schools on selected themes. The meetings produced teaching materials for use in staff development activities. The procedure solved a problem felt by many projects, namely how to identify the key factors for success in an innovation, and express and record them in a form in which they can be transmitted to a wider audience.

Background

The Manchester ACS project was based in secondary schools, co-ordinated by a small project team. Its objective was to develop an alternative curriculum suited to the needs of pupils not likely to succeed in the existing courses leading to the national 16+ examinations. The projects' activities included :

- the development of curriculum modules ("learning units");
- the establishment of a system of unit accreditation of students' work using assessment and recording procedures validated at regional level;
- the participation of pupils in the decision-making process in relation to their own curriculum;
- the development of links with the community to provide community projects, work experience and leisure activities; and
- the implementation of measures to combat sex-stereotyping.

The creation of "writing teams" of teachers, all of whom had been heavily involved in the project, was begun in the middle of the project's second year (early 1985). The project's development had been rapid with individual initiatives, in particular schools, mushrooming continually. The writing teams, convened for "writing week-ends", were seen as a way of capturing this experience.

Organisation

An open invitation was sent to teachers from all the project's schools, and other full-time and part-time development staff in the authority. Informal contact was made with particular teachers whom the project staff particularly wished to participate. Altogether, 40 people took part in the seven writing week-ends which were held, some in more than one event and some in all of them. Each week-end began early on a Friday afternoon and ended late on Saturday afternoon, and was held at the Manchester Teachers Centre. Those attending for this period were paid about £70.

The teachers taking part came from all subject areas. Most of them were experienced teachers with between 5 and 10 years service.

Aims and procedure

The aim of the writing team, and writing week-end, was to:

- focus the attention of the teachers involved on a set of issues fundamental to the success of the project;
- distil and capture the essential elements of these experiences in such a way that others would be able to share them through using the materials, as part of a staff development programme.

In the event, the writing weekends were a vehicle for participants' own professional development too. The process of a team of teachers working together to review and record their experiences on a defined topic itself mirrored the principles on which the experiential learning, advocated in their own project, was based.

Pack 1 - Teacher-pupil relationships

A loose-leaf manual providing a complete training programme on moving to student-centred teaching approach. Sections may also be used independently.

Contents

- OHP transparencies,
- ideas for small group work,
- case studies,
- the "do's and don't's of negotiation".

Pack 2 - Gender equality

A report, covering:

- illustrations of good practice in promoting a policy of gender equality;
- strategies for the implementation and monitoring of such a policy;
- a commentary on the successes and failures so far, in the project, in the promotion of gender equality.

The process

Each of the writing teams was given a brief, or agenda, to work on. It was specified that deviation from the brief was possible, provided it could be justified. As each brief consisted of a series of tasks, the team divided into sub-groups, each focusing on particular aspects. The discussion, generated by the tasks, was prevented from becoming too tangential by the overall framework that the brief provided.

The work was characterised, like much of the teaching & learning in the project itself, by :

- discussion and review of experience;
- negotiation, about the choice of experiences to be recorded;
- recording.

Results

The written results of each weekend were collated and edited by the ACS project leader. Editorial sessions were then organised with selected contributors, again, by the project leader, in order to refine the material.

The aim was to produce 8 Resource Packs each based on one of the writing week-ends. The packs would be made available, free of charge to all the schools in the local authority, for them to use as part of their in-house staff development programmes.

The materials are presented as either loose-leaf sheets in a wallet, or folder, or as bound reports, the type of presentation depending on how the material is to be used in staff development.

Pack 3 - School-community links

Information on how to set up and organise students' work placements, in firms and the community.
Examples, working documents, and advice on bringing the community into the school.

Pack 4 - Residential experience

Information to help plan residential experience :

- useful addresses of relevant organisations;
- suggestions for programmes and activities;
- examples of exploiting the experience in different subjects;
- "Teachers' guidelines".

Future development

Not only the four "packs" on pages 2 and 3, but four more titles will be available shortly : 5. Staff roles; 6. Work experience; 7. Experiential learning; 8. Multi-skills bases.

The eight resource packs are not yet available on sale. The Manchester authority is taking steps to make this possible, and they may become available on sale during 1987. Enquiries should be addressed to the contact address.

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EUROPEAN COMMUNITY
ACTION PROGRAMME

TRANSITION OF
YOUNG PEOPLE
FROM EDUCATION
TO ADULT AND WORKING LIFE

30 ___ '87
SCHOOL-LINKING, BADEN-WÜRTTEMBERG

PROGRAMME INFORMATION OFFICE
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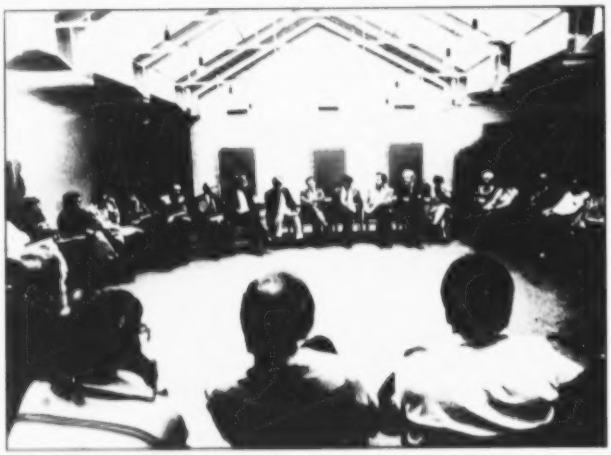
Since 1982, all Baden-Württemberg 'Hauptschulen' (secondary schools providing the shortest type of lower-secondary education, for 10-15 year olds) have been linked with their local post-15 vocational schools, through a system of Contact Teachers working together in Contact Groups ('Kontaktkreise'). The system, has also led to greater curriculum continuity, and cooperation in guidance, between the two types of schools, and been of help for curriculum development and teacher training.

Background

Lower-secondary education, up to age 15/16, in the Federal Republic is, in general terms, a tripartite system of 'Gymnasium' (taking about 25% of pupils in the age-group), 'Realschule' (25%) and 'Hauptschule' (40%), with differences between 'Länder' and rural/city areas. The number of students progressing onwards from 'Hauptschulen' at 16 into the various forms of full-time & part-time vocational training has been low.



"Kontaktkreis" in Baden-Württemberg

Since the mid-1970s the government of Baden-Württemberg (pop. 9.2m) has been concerned to raise the status, and image, of the Hauptschulen, to make students, and teachers, in them more aware that they could lead on to a wide variety of further education/training. Curriculum development was promoted to enable the 'Hauptschulen' to support young people's transition from school to working life more effectively by:

- putting more emphasis on the pre-vocational aspects of their education;
- integrating guidance into the curriculum and providing different forms of work experience activities.

The latter led to the formation of the 'Kontaktkreise', or Contact Groups, which were developed as part of the first European Community Transition Programme (1978-1982).

Objectives

The Contact Groups were seen as a way of linking the 'Hauptschulen' with the part-time ('dual system') apprenticeship training and the fulltime vocational schools, providing courses of various lengths, through :

- providing some basic information about both systems of vocational training;
- providing better information, of a formal and informal kind, on the further education and training possibilities available locally, for teachers to pass on to students, parents, and colleagues;
- giving teachers in both types of schools a better appreciation of the other schools' curriculum, methods and approaches;
- giving 'Hauptschule' teachers an opportunity to see the work of the vocational schools and to visit firms.

Organisation

Contact Groups were set up throughout Baden-Württemberg; 65 in all.

Each Contact Group was made up of 20-30 teachers from 'Hauptschulen', appointed by their head-teachers, and 1 or 2 teachers from each type of vocational school.

The teachers involved were designated "Contact Teachers" ('Kontaktlehrer') and were given a reduction of one hour in their teaching per week, for their participation.

Each Contact Group had a manager ('Geschäftsführer') who could develop collaboration by way of :

- plenary meetings for all the group with external experts invited, from industry and the manpower services;
- the establishment of working groups to work on curriculum development;
- mutual visits by teachers between 'Hauptschulen' and vocational schools.

Activities

In the first year the emphasis was on teacher training, i.e. informing the teachers so as to enable them to inform and advise colleagues, students and parents.

Each Contact Group held about five meetings and dealt with topics such as :

- the system of vocational schools in Baden-Württemberg;
- the content and teaching approach in pre-vocational training;
- the 'dual-system' of apprenticeship;
- organisations involved in the 'dual-system'.

For some of the topics, ouside experts were called in.

In the next phases :

- the Contact Groups formed into study-groups to see how to coordinate the content and teaching methods for the various subjects taught in 'Hauptschulen' and the vocational schools; some submitted curriculum recommendations in their subject to the central Baden-Württemberg Curriculum Committee;
- exchange visits were organised so that teachers could learn about the methods used in each type of school.

The information collected and produced was made into a "Handbook for contact teachers", and is now up-dated regularly.

The role of the 'Hauptschule' Contact Teacher

- Inform other teachers in their school about new developments in vocational schools and new linking activities;

- Inform parents and teachers in primary school (3rd & 4th class) about vocational training beyond the 'Hauptschule', at meetings held with those parents whose children are at the end of primary school; the meetings are attended also by representatives from the other types of secondary school;

- Inform students, parents and teachers of 'Hauptschule'-classes about options in local vocational training institutions, or arrange special information meetings in the vocational schools themselves;

- Collect information material on vocational schools and vocational training, and keep school colleagues informed about it;

- Support vocational guidance lessons ('Orientierung in Berufsfeldern'). The Contact Teacher supplies information, and advises students and teachers, especially regarding students' work experience placements.

Contact Teachers may ask for help on any of these from their opposite number at the vocational school who has a similar job description.

Outcomes

Evaluation studies from the State Institute for Educational Planning in Baden-Württemberg and from the EC point to the following developments:

- the coordination of methods and curricula between 'Hauptschulen' and vocational schools has been improved;
- the guidance of students, parents and teacher colleagues has been improved;
- cooperation and partnership between teachers from 'Hauptschulen' and vocational schools has developed and became a permanent feature;
- staff development benefitted from innovative approaches to training needs, particularly in the later phases of the programme.

Further information

'Ständige Zusammenarbeit zwischen Hauptschulen und beruflichen Schulen', ("Continuing cooperation between 'Hauptschulen' and vocational schools") : 13 issues in the series 'Von Schule ins Berufsleben' (From school to working life) by the Landesstelle für Erziehung und Unterricht, (State Institute for Education), Stuttgart : 1982-83. In German only from the address below.

Contact address

Landesstelle für Erziehung und Unterricht
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